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in the United States." As the principal points have been either suggested or discussed elsewhere, such repetition is useless.

Chapter XVI, "Spanish as a Foundation for the Study of Latin," while hardly in place in the book, may serve to call anew the attention of teachers to an interesting academic question. The whole question of teaching a modern language before Latin is begun has been so fully discussed that we need say no more than that Mr. Wilkins has very ably stated the case for Spanish. The vast majority of those now studying Spanish will never take Latin, so that the question is neither important nor serious. When we shall have succeeded in raising the teaching of Spanish to a reasonably high plane, it will be time to set about the banishment of Latin from the High School and providing every High School pupil with the privilege of "compulsory" Spanish.

Even in this long review, the book has hardly received justice. Faults in construction it certainly has. A great mass of material is presented, often badly digested or out of place. There is too much repetition. The use of black-type to arrest the attention disfigures the page and to many readers is repellent. On the other hand the book is readable, interesting, full of good suggestions, stimulating and helpful. In fine, though the treatise be faulty in technique and show evidence of hasty compilation, it may be heartily recommended to teachers of Spanish.

JOEL HATHEWAY

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Le Chevalier de Blanchefleur et autres pièces. Six Petites Comédies
par ELEANOR W. HUTCHINSON. D. C. Heath & Co., 1919.
iv+131 pp. \$.48.

The simplicity and charm of the six little French plays published under the title of the first one, "Le Chevalier de Blanchefleur," makes them available not only for dramatic production but also for class reading for young pupils. They are conceived in the same spirit that animated Lorley Ada Ashleman when she wrote the historical plays published in her *French Dramatic Reader* (Flanagan, 1907), and they are written with the same comprehension of what can be produced by young actors in a foreign language that characterizes Josette Spink's *French Plays for Children* (Heath, 1916). In each play one important historical fact or event appears in the midst of an interesting but simple intrigue. The weakness of Chilperic and the strength of Pépin are revealed in connection with the marriage of Blanchefleur and Rodolphe de Vincy. "Le Verre de Saint Denis" shows the encouragement given by the Abbé Suger to the art of glass making. The impartial justice exercised by Louis IX is seen in "Les Deux Voleurs de

Vincennes." "Les Six Bourgeois de Calais" and "Le Comte de Flandre et La Pauvre Femme" give dramatic form to two true incidents of the Hundred Year's War drawn from Froissart. The last of the six called "La Danseuse de Jean" suggests the spirit of unrest preceding the revolution of 1848. It is adapted from "Mademoiselle Perle" of Maupassant. The historical atmosphere is greatly aided by the authentic sketches of costumes through the book and the problems of production are solved by three pages of "Practical hints for staging these plays." The book concludes with a comprehensive vocabulary. The great value of the book lies in the excellence of the French which is full of the much needed idioms of daily conversation and lives up to the author's purpose, as stated in her preface, of proving to beginners that French is "a living language in which people can give commands, hurl defiance, beg for mercy, pronounce judgment, scold, make love, and generally exchange the thoughts that make life interesting, exciting, and romantic."

ETHEL PRESTON.

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Cours pratique de français pour commençants. By E. B. DE SAUZÉ, Ph.D. The John C. Winston Company (Philadelphia, Chicago). 1919. XXXVIII+262+75 pp. Price 1.25.

Dr. de Sauzé's pedagogical labors in recent years both at Temple University and the University of Pennsylvania, as well as his work in his present field at Cleveland, O., have afforded him unusual opportunities for contact not only with those seeking to learn French, but also with teachers of the language. He has in this way been enabled to submit his methods to actual tests in different kinds of classrooms. The result is a work of unusual excellence, a volume which is indeed practical, but which is also sane, logical, and withal delightful. To those of us who are thoroughly convinced that it is the French language more than the French grammar which we would present to our beginners, this book is especially acceptable. The grammar is here, but the grammatical rules are deduced easily and pleasantly from the reading selections. The latter do not find a place, as in so many grammars, for the sake of glorifying the formal rules. It is the direct method, the direct method founded upon nature and common sense.

Professor de Sauzé has taken as his motto words which express not only A. France's pedagogical views, but those also of old Montaigne and of Rousseau: "Pour digérer le savoir, il faut l'avoir avalé avec appétit" (*Le Crime de Sylvestre Bonnard*). The pedagogical principles adopted as a basis for the philosophy of